



# State of New Jersey

2014-15

03-5410-050

## OVERVIEW

BERGEN

WALDWICK BORO

GRADE SPAN PK-05

JULIA A TRAPHAGEN SCHOOL

153 SUMMIT AVENUE

WALDWICK, NJ 07463

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

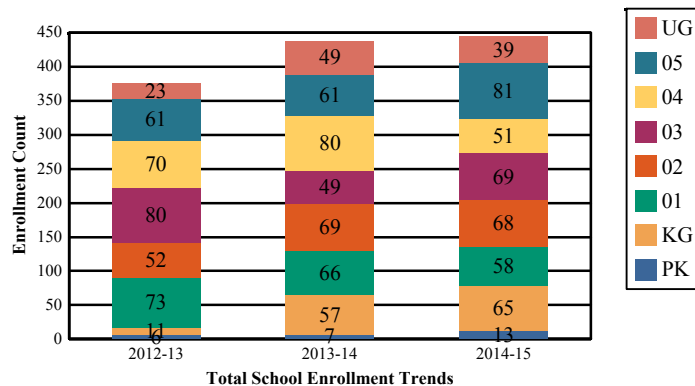
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

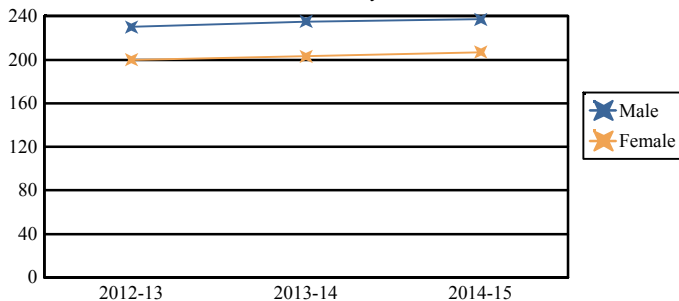


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	430
2013-14	438
2014-15	444

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

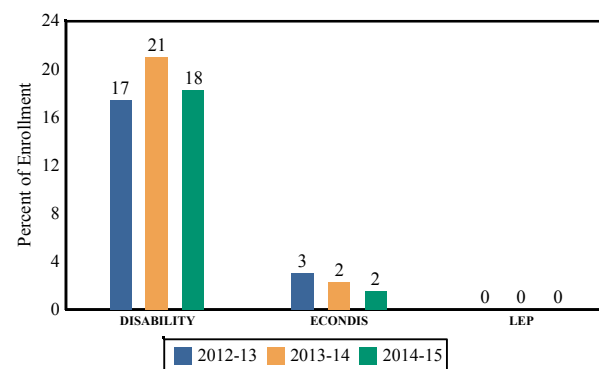


	Male	Female
2012-13	230	200
2013-14	235	203
2014-15	237	207

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### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



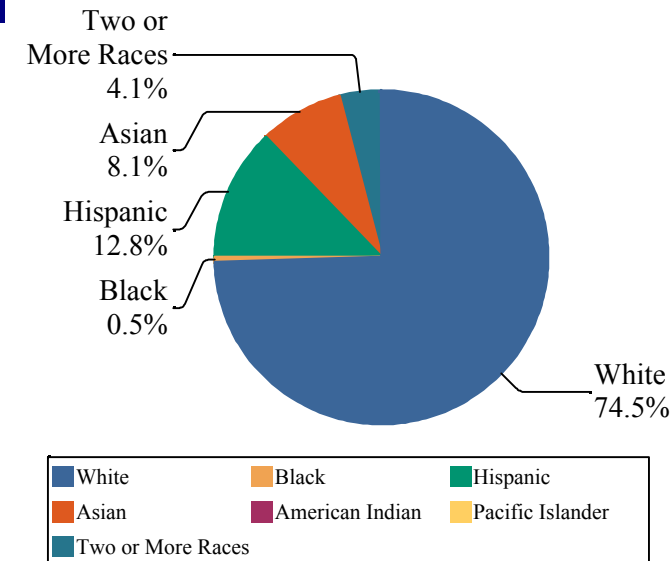
### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	81	18%
Economically Disadvantaged Students	7	1.6%
English Language Learners	0	0.0%

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### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	83.8%
Spanish	6.8%
Chinese	2.0%
Polish	1.4%
Korean	0.9%
Armenian	0.7%
Other	4.5%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	69%	36	80
Math Met or Exceeded Expectation	63%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	185	68.6%	95%	91%	YES*
White	140	67.1%	95%	90%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	35	14.3%	95%	87.8%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	185	62.7%	95%	91%	YES*
White	140	61.4%	95%	90%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	35	20%	95%	87.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	771	744	0%	15%	17%	52%	15%	68%	44%
White	52	772	753	0%	15%	15%	56%	13%	69%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	763	751	0%	9%	26%	47%	19%	66%	52%
White	33	761	758	0%	9%	27%	45%	18%	64%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	731	725	0%	29%	57%	14%	0%	14%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	762	751	3%	3%	23%	66%	5%	71%	53%
White	55	760	757	4%	4%	25%	64%	4%	67%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	11	768	737	0%	0%	18%	64%	18%	82%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	733	723	18%	9%	45%	27%	0%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	755	746	6%	11%	20%	54%	9%	63%	46%
White	52	754	752	6%	10%	23%	50%	12%	62%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	749	744	4%	21%	19%	53%	2%	55%	42%
White	33	748	749	6%	18%	21%	55%	0%	55%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	726	724	7%	50%	29%	14%	0%	14%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	757	744	4%	4%	25%	59%	8%	67%	42%
White	55	754	749	5%	5%	24%	62%	4%	65%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	11	768	733	0%	0%	36%	36%	27%	64%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	726	724	27%	18%	27%	27%	0%	27%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 04**

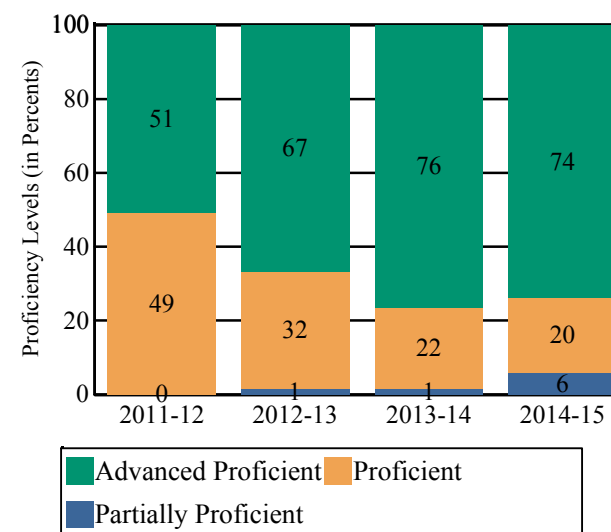
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	74%	20%	6%
White	76%	18%	6%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	62%	23%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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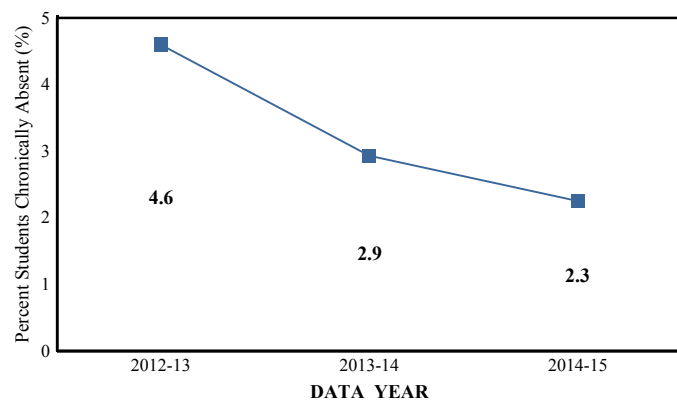
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

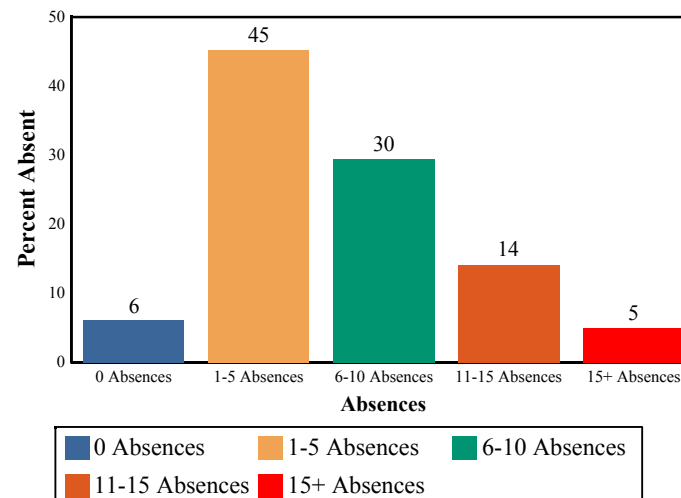


**Chronic Absenteeism for 2014-15**

**2.25%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	29	49	35	YES
Student Growth on Math	49	36	42	35	YES
		33	46		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	2%	2%	0%
Approached	15%	7%	3%
Met	18%	21%	19%
Exceeded	1%	1%	9%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	5%	4%	2%
Approached	11%	9%	2%
Met	14%	19%	23%
Exceeded	0%	2%	5%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	798	770
50th	771	743
25th	741	715
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	779	767
50th	761	745
25th	738	722
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45



### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	779	773
50th	760	750
25th	739	728
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	783	773
50th	762	751
25th	746	728
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	769	764
50th	755	742
25th	724	721
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	772	763
50th	758	743
25th	740	723
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	40

**SCHOOL CLIMATE**  
**BERGEN**  
**WALDWICK BORO**

**State of New Jersey**  
**2014-15**

**GRADE SPAN PK-05**

**03-5410-050**  
**JULIA A TRAPHAGEN SCHOOL**  
**153 SUMMIT AVENUE**  
**WALDWICK, NJ 07463**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	6 Hrs. 30 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	0.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

<b>2014-15</b>	School
<b>Faculty</b>	10
<b>Administrators</b>	111

### SCHOOL PEER GROUP

BERGEN

WALDWICK BORO

GRADE SPAN PK-05

JULIA A TRAPHAGEN SCHOOL

153 SUMMIT AVENUE

WALDWICK, NJ 07463

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	PARK RIDGE BORO	WEST RIDGE ELEMENTARY SCHOOL	03-3940-070	PK-06	4.4%	4.7%	16.8%
BERGEN	WALDWICK BORO	JULIA A TRAPHAGEN SCHOOL	03-5410-050	PK-05	1.6%	0%	13.7%
CAMDEN	HADDONFIELD BORO	CENTRAL SCHOOL	07-1900-060	PK-05	1.7%	0%	16.4%
CAMDEN	HADDONFIELD BORO	J. FITHIAN TATEM SCHOOL	07-1900-090	PK-05	1.5%	0%	17.8%
ESSEX	CEDAR GROVE TWP	NORTH END ELEMENTARY	13-0760-060	KG-04	4.2%	4.2%	13%
ESSEX	CEDAR GROVE TWP	SOUTH END ELEMENTARY SCHOOL	13-0760-090	KG-04	2.3%	1%	12.3%
ESSEX	LIVINGSTON TWP	BURNET HILL ELEMENTARY SCHOOL	13-2730-070	PK-05	1.4%	0.5%	11%
ESSEX	MILLBURN TWP	SOUTH MOUNTAIN SCHOOL	13-3190-100	PK-05	2.9%	2.3%	11.6%
ESSEX	NUTLEY TOWN	SPRING GARDEN SCHOOL	13-3750-090	PK-06	2.9%	1.8%	11.7%
ESSEX	VERONA BORO	BROOKDALE AVENUE SCHOOL	13-5370-070	KG-04	1.7%	0%	12.5%
ESSEX	VERONA BORO	FREDERIC N. BROWN ELEMENTARY SCHOOL	13-5370-080	KG-04	4.9%	4.4%	13.2%
GLOUCESTER	WENONAH BORO	WENONAH ELEMENTARY SCHOOL	15-5590-050	KG-06	1.4%	0%	8.6%
MERCER	HOPEWELL VALLEY REGIONAL	TOLL GATE GRAMMAR SCHOOL	21-2280-040	KG-05	1.7%	0%	14.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	MONMOUTH JUNCTION ELEMENTARY SCHOOL	23-4860-110	KG-05	2.1%	0.6%	6.7%
MONMOUTH	HOLMDEL TWP	VILLAGE SCHOOL	25-2230-080	PK-03	2.8%	1.5%	11.1%
MONMOUTH	LITTLE SILVER BORO	POINT ROAD SCHOOL	25-2720-060	PK-04	1.3%	0%	12%
MONMOUTH	MARLBORO TWP	ASHER HOLMES ELEMENTARY SCHOOL	25-3030-070	01-05	4.4%	3.7%	15.9%
MONMOUTH	MARLBORO TWP	MARLBORO ELEMENTARY SCHOOL	25-3030-045	01-05	3.1%	2.4%	17.7%
MORRIS	MONTVILLE TWP	CEDAR HILL SCHOOL	27-3340-025	KG-05	3.9%	3%	20.2%
MORRIS	MONTVILLE TWP	WILLIAM MASON SCHOOL	27-3340-065	KG-05	1.9%	0%	17.9%
MORRIS	PEQUANNOCK TWP	NORTH BOULEVARD SCHOOL	27-4080-060	PK-05	1.3%	0%	10.7%
MORRIS	SCH DIST OF THE CHATHAMS	LAFAYETTE AVENUS SCHOOL	27-0785-050	04-05	2.1%	0.6%	18.8%
MORRIS	SCH DIST OF THE CHATHAMS	MILTON AVENUE SCHOOL	27-0785-060	PK-03	1.1%	0%	8%



**State of New Jersey**  
**2014-15**

**03-5410-050**

**SCHOOL PEER GROUP**

**BERGEN**

**JULIA A TRAPHAGEN SCHOOL**  
**153 SUMMIT AVENUE**  
**WALDWICK, NJ 07463**

**WALDWICK BORO**

**GRADE SPAN    PK-05**

PASSAIC	WAYNE TWP	<b>PACKANACK ELEMENTARY SCHOOL</b>	31-5570-110	KG-05	1.2%	0%	15.6%
SOMERSET	HILLSBOROUGH TWP	<b>AMSTERDAM ELEMENTARY SCHOOL</b>	35-2170-033	KG-04	3.1%	2.2%	12.5%
SOMERSET	HILLSBOROUGH TWP	<b>TRIANGLE ELEMENTARY SHCOOL</b>	35-2170-070	PK-04	8.6%	10.5%	25.4%
SOMERSET	HILLSBOROUGH TWP	<b>WOODS ROAD ELEMENTARY SCHOOL</b>	35-2170-085	PK-04	3.6%	3%	15%
SOMERSET	WATCHUNG BORO	<b>BAYBERRY SCHOOL</b>	35-5540-040	PK-04	1.9%	1.1%	12.1%
SUSSEX	SPARTA TWP	<b>MOHAWK AVENUE SCHOOL</b>	37-4960-300	03	3.2%	2.3%	15.5%
UNION	BERKELEY HEIGHTS TWP	<b>WILLIAM WOODRUFF SCHOOL</b>	39-0310-050	02-05	2.4%	1.4%	12.7%
UNION	SUMMIT CITY	<b>FRANKLIN ELEMENTARY SCHOOL</b>	39-5090-080	01-05	2.5%	1.4%	12%